

Course Description

MEDD8913 Educational Leadership for Equity and Social Justice

Course description			
<p>The course examines theories and issues of educational leadership and explores ways in which school leaders can enhance educational equity and social justice. Participants are expected to demonstrate an in-depth understanding of the concept of equity and leadership and how school leaders can effectively perform their roles in addressing distinct needs of diverse students. Educational leaders have the duty and responsibility to create school organizations that are culturally relevant and socially just to ensure their students' positive and equitable schooling experiences and learning. In addition to basic sociological concepts and theories of social and educational inequalities, students in this course will explore various normative challenges of leadership in the context of education and other areas of professional life. The course will emphasize the participants' ability to be reflective about the implications of theory for the practice of leadership, including knowledge, behaviors, values, and skills needed to foster equity and social justice in schools.</p>			
<p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>			
Course objectives			
<p>This course aims to</p> <ul style="list-style-type: none"> • familiarize students with classic and contemporary scholarship in the area of educational leadership for equity and social justice; • prepare students to be able to read, interpret, and critically evaluate empirical data and adapt foundational ideas in light of contemporary educational inequality issues and personal value systems; and • prepare students to be reflective about the implications of theory for the practice of leadership, including knowledge, behaviors, values, and skills needed to foster equity and social justice in schools. 			
Course learning outcomes (CLOs)		Aligned programme learning outcomes (PLOs)	
1. Understand classic and contemporary scholarships in the area of educational leadership and school improvement for equity and social justice		PLOs 1, 2, 4	
2. Apply a conceptual understanding to evaluate and analyze contemporary educational inequality issues and practices in diverse contexts		PLOs 1, 2, 4	
3. Explore major sociological leadership notions for equity and social justice, including intersectionality, transformational leadership, culturally responsive leadership, and social justice leadership		PLOs 1, 2, 4	
4. Read, interpret, and critically evaluate empirical data, outcomes, and interpretations found in educational studies in relation to equity and social justice		PLOs 1-5	
5. Demonstrate their awareness and abilities in applying the concepts and theories of leadership for equity and social justice to their own leadership context		PLOs 1-5	
Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Participation	Various in-class learning activities aiming to facilitate and enhance student learning by reflecting on the learning progress to identify strengths, gaps and misconceptions in knowledge and understanding.	10	CLOs 1-5

Group presentation	Students will form small groups and give a presentation on a topic pertaining to leadership for equity and social justice.	40	CLOs 1-5
Individual 3000-word essay	Students will submit an individual essay 1) to reflect on the educational inequality issues in their own leadership context and 2) critique a selected leadership theory for equity and its relevant to leadership practices.	50	CLOs 1-5

Course content and topics

1. Introduction to leadership and educational equity: Definitions and historical developments
2. Complexities and challenges of educational inequalities in leadership practices
3. Developing leadership capacity for data-informed school improvement for equity
4. Culturally responsive leadership for equity and social justice
5. Social justice leadership for equity and social justice
6. Authentic leadership for equity and social justice
7. Servant leadership for equity and social justice
8. Conclusion: Effective leadership practice for equity

Required / recommended readings and online materials

- Acker, J. (2006). Inequality regimes gender, class, and race in organizations. *Gender and Society*, 20(4), 441-464.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly*, 16(3), 315-338.
- Banwo, B. O., Khalifa, M., & Louis, K. S. (2021). Exploring trust: culturally responsive and positive school leadership. *Journal of Educational Administration*, 60(3), 323-339.
- Beard, K. S. (2013). Character in action: A case of authentic educational leadership that advanced equity and excellence. *Journal of School Leadership*, 23(6), 1015-1046.
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- Capper, C. A., & Theoharis, G. (2006). Toward a framework for preparing leaders for social justice. *Journal of Educational Administration*, 44(3), 209-224.
- Cerit, Y. (2009). The effects of servant leadership behaviours of school principals on teachers' job satisfaction. *Educational Management Administration & Leadership*, 37(5), 600-623.
- Cheng, Y. C. (2009). Hong Kong educational reforms in the last decade: Reform syndrome and new developments. *International Journal of Educational Management*, 23(1), 65-86.
- Chiu, M. M., & Walker, A. (2007). Leadership for social justice in Hong Kong schools: Addressing mechanisms of inequality. *Journal of Educational Administration*, 45(6), 724-739.
- Cottrill, K., Lopez, P. D., & Hoffman, C. C. (2014). How authentic leadership and inclusion benefit organizations. *Equality, Diversity and Inclusion: An International Journal*, 33(3), 275-292.
- Cox, T. H., Lobel, S. A., & McLeod, P. L. (1991). Effects of ethnic group cultural differences on cooperative and competitive behavior on a group task. *Academy of Management Journal*, 34(4), 827-847.
- DeMatthews, D., & Mawhinney, H. (2014). Social justice leadership and inclusion: Exploring challenges in an urban district struggling to address inequities. *Educational Administration Quarterly*, 50(5), 844-881.

- Focht, A. & Ponton, M. (2015). Identifying primary characteristics of servant leadership: Delphi study. *International Journal of Leadership Studies*, 9(1), 44-61.
- Greenfield, W. D. (2004). Moral leadership in schools. *Journal of Educational Administration*, 42(2), 174-196.
- Illies, R., Morgenson & Nahrgang, J.D. (2005). Authentic leadership and Eudaemonic well-being: Understanding leader-follower outcomes. *The Leadership Quarterly*, 16, 373-394.
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Jang, S. T. (2018). The implications of intersectionality of race, gender, and socioeconomic status on Southeast Asian female students' educational outcomes: Critical quantitative intersectionality analysis. *American Educational Research Journal*, 55(6), 1268-1306
- Jang, S. T., Halse, C., Lee, D. H. L., & Hon, Q. C. K. (2021). Belongingness and national belonging among youth in Hong Kong. *Youth & Society*. Advance online publication. <https://doi.org/10.1177/0044118X211022393>
- Jang, S. T., & Lee, M. (in press). Exploring the link between students' sense of school belonging and shared leadership in U.S. high schools. *Educational Administration Quarterly*.
- Kahne, J. (1994). Democratic communities, equity, and excellence: A Deweyan reframing of educational policy analysis. *Educational Evaluation and Policy Analysis*, 16(3), 233-248.
- Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Empowerment and dependency. *Journal of Applied Psychology*, 88(2), 246-255.
- Khalifa, M. (2020). *Culturally responsive school leadership*. Harvard Education Press.
- Kwan, P. (2020). Is transformational leadership theory passé? Revisiting the integrative effect of instructional leadership and transformational leadership on student outcomes. *Educational Administration Quarterly*, 56(2), 321-349.
- Lee, M., Walker, A., & Chui, L. Y. (2012). Contrasting effects of instructional leadership practices on student learning in a high accountability context. *Journal of Educational Administration*, 50(5), 586-611.
- Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and Policy in Schools*, 4, 177-199.
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- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
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Trice, H. M., & Beyer, J. M. (1991). Cultural leadership in organizations. *Organization Science*, 2(2), 149-169.

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Woods, P.A. (2004). Democratic leadership: Drawing distinctions with distributed leadership. *International Journal of Leadership in Education*, 7(1), 3-26.

Yu, H., Leithwood, K., & Jantzi, D. (2002). The effects of transformational leadership on teachers' commitment in Hong Kong. *Journal of Educational Administration*, 40(4), 368-389.

Other additional course information

Nil